

ASSESSMENT ADMINISTRATION GUIDELINES

When assessments are intended for curriculum embedded implementation, failure to provide adequate prior instruction compromises the validity of the data that the assessment produces.

- ◆ Teachers must thoroughly teach the concepts, content, and skills before administering the assessment (including postponing the assessment if students aren't ready) and familiarize students with the format of the assessment, as necessary.

You don't have to but, if in the judgment of educators in your district you need/want to, it is appropriate to

- ◆ use formative assessments to determine when students are ready for summative assessments

In some cases a grade level or department team might even agree to all use the same formative assessment (quiz, small task, etc.) to inform the group decision about when to administer the summative assessment.

- ◆ practice using similar assessments to ensure that students are familiar with the format

For example, if students have never used a Venn diagram and they are asked to use one to analyze a passage, a scientific concept or something else, then we don't know if they couldn't do the analysis or if they didn't know how to use the Venn diagram.

- ◆ read an assessment aloud, paraphrase or explain directions (if it isn't a reading assessment)

This is appropriate for individuals or the whole class. Again, we want to ensure that the results of the assessment show us what the student knows and can do, not whether or not s/he understood the directions.

- ◆ scribe for a student or allow a student to report orally or to tape a response

This is typically appropriate for individual students. Again, we want to ensure that the results of the assessment show us what the student knows and can do, not how well s/he can write.

- ◆ give students as much time as they need to complete the assessment (individuals or all)

We want to ensure that the assessment results show us what the student knows and can do, not how quickly s/he works.

note: *This might include providing additional time for a class to spend on an assessment after it has been collected. A teacher might hand an assessment back to the class for an opportunity to review their work, read through the directions, and make any changes or additions they want. As long as the same opportunity is provided to all students and as long as teachers provide only broad guidance (not specific corrections), then this helps to ensure that students have shown all that they are capable of.*

- ◆ administer the assessment at different times for different students

For example, if students take a certain course at different times (Algebra I in 8th or 9th grade) or study a specific unit (a science kit, a novel, etc. – especially because of rotating instructional materials), an assessment is still "common" even if it is administered at different times to different groups of students. It is also appropriate to allow individual students additional time/experiences to learn, e.g. off year testing.

- ◆ allow students to work together on some assessments or some parts of assessments, as appropriate

This is most appropriate if the indicator requires/lends itself to collaboration, the assessment activity requires/lends itself to collaboration, or adequate materials are not available for individual administration (e.g. a science experiment requiring lab equipment could be performed together, especially if the data analysis and conclusions are completed independently). Administration must ensure that individual performance is an accurate reflection of individual knowledge, skills and contributions.

- ◆ allow students to complete some parts of assessments outside the classroom

Again, this is most appropriate if something in the indicator or the format of the assessment requires – or lends itself to – out of class work, e.g. research, interviewing a grandparent, finding examples of something in the home or in the park, etc.